Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 4: FESTIVALS and FREE TIME**

**Lesson 2 - Part 2 (Page 34) - Grammar**

**I. OBJECTIVES**

By the end of the lesson, Ss will be able to…

**1. Knowledge**

- use the Present Simple for future use.

**2. Ability**

- improve speaking skill, writing skill.

- improve the use of English.

**3. Quality**

**-** have positive attitude in English language learning so that they actively participate in all classroom activities.

- be on time when attending events.

**II. TEACHING AIDS AND LEARNING MATERIALS**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, DCR & DHA on Eduhome, handouts…

**III. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** to introduce the new lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b) Content:** Ssreview vocabulary about festival activities.

**c) Product:** revision of vocabulary and being ready for the new lesson.

**d) Competence**: collaboration, communication, critical thinking

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1: MULTIPLE CHOICE**   - Show the exercises on the screen (or give handouts)  - Have Ss work in pairs  - Check answers as a whole class  Lead to the new lesson.     * **Option 2: Actor / Actress**   - Ask some Ss to volunteers to be the actor / actress  - Ask the volunteers to use body language to illustrate some festival activities  - Have the rest of the class guess what festival activity is being simulated.  - Call Ss to give answers  - Give feedback  - Lead to the new lesson | -Greet T  - Work in pairs  - Read answers  **Answer keys**    - Volunteer  - Act  - Guess the festival activities  - Give answers  - Listen |

**B. New lesson (35’)**

* **Activities 1: Grammar: The Present Simple for future use (15’)**

**a) Objective:** Ss know how to use the Present Simple for future actions.

**b) Content:**

**-** Listening and repeating

**-** Grammar explanation

**c) Products:** Ss can use the Present simple to talk about the future activities.

**d) Competence**: communication, collaboration, creativity.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Listen and repeat**  - Have Ss look at the picture  - Play the audio (CD1 – Track 47), ask Ss to listen and read the speech bubbles  - Play the audio again and have Ss listen and repeat  \***Grammar box:**  - Ask Ss to make comments on the black bold verb form in the examples  - Have Ss retell the form and usage of the Present Simple tense  - Lead to the grammar table and explain the usage of the Present Simple for future activities    - Ask Ss to pay attention to the verbs for events and activities, the verbs for the events and activities avenue  - Have some Ss read the sentences aloud    - Have Ss make more sentences, using the Present Simple tense for future activities  - Get feedback | - Look  - Listen and read  - Listen and repeat  - Comment  - Retell  **Expected answers**  *The Preset Simple tense*  ***Be:*** *S + am / is / are (not) …*  *(?) Am / Is / Are + S …*  ***Normal verb:***  *(+) S + Vs/es*  *(-) S + don’t / doesn’t + V. bare infinitive*  *(?) Do / Does + S + V. bare infinitive*  - Listen and take notes  - Read  - Make sentences |

* **Activity 2: Practice (20’)**

**a) Objective:** Ss can get used to using the Present Simple for future activities.

**b) Content:**

- filling in the blanks, using the Present Simple.

- answering the questions.

**c) Products:** Ss can understand and apply the use the Present Simple in communication.

**d) Competence**: collaboration, creativity, communication.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **b. Fill in the blanks, using the Present Simple**   * **Option 1:**   - Use the example to demonstrate this activity  - Have Ss use the Present Simple to fill in the blanks, draw attention to the question form  - Have pairs check each other’s work  - Have Ss share their answers with the class by writing down on the board  - Check Ss’ answers, correct if necessary   * **Option 2:**   - Use the example to demonstrate this activity  - Have Ss use the Present Simple to fill in the blanks, draw attention to the question form  - Have pairs check each other’s work  - Call Ss to give answers by answering multiple choice questions (format: game “Lucky Number?”)  - Check Ss’ answers, correct if necessary    **c. Answer the questions**  - Demonstrate the activity, using the example  - Have Ss look at the Note box, explain    - Let Ss answer the questions  - Go round and give help if necessary  - Have Ss work in pairs to check each other’s work  - Call Ss to write answers on the board  - Check and correct Ss’ answers  **d. Practice the conversation with your partner**   * **Option 1:**   - Have Ss practice the conversation in pairs  - Have some Ss demonstrate the activity in front of the class  - Give feedback and evaluation   * **Option 2:**   - Follow the same steps as option 1  - Give an extra activity  - Give Ss handouts with information of a festival    - Have Ss: + Fill in the table  + Practice asking and answering about the festival and festival activities  - Have some Ss demonstrate the activity in front of the class  - Give feedback and evaluation | - Look and listen  - Work in pairs  - Write answers  **Answer keys**  *2. open 3. leaves 4. close*  *5. ends 6. leave*  - Look and listen  - Work in pairs  - Give answers  **Answer keys**  *2. open 3. leaves 4. close*  *5. ends 6. leave*  - Look and listen  - Do the task  - Work in pairs  - Write answers  **Answer keys**  *1. It starts at 11 a.m.*  *2. It ends at 10 p.m.*  *3. They open at 12.30 p.m.*  *4. It leaves in 10 minutes*  - Work in pairs  - Ask and answer  - Work in pairs  - Present  **Sample table** |

**C. Consolidation (3’)**

**\* Present Simple for future action**:

Form: ***Be:*** *S + am / is / are (not) …*

*(?) Am / Is / Are + S …*

***Normal verb:***

*(+) S + Vs/es*

*(-) S + don’t / doesn’t + V. bare infinitive*

*(?) Do / Does + S + V. bare infinitive*

Usage: *The Present Simple is used to talk about things we know that will definitely happen in the future such as timetable, plans, schedule.*

**D. Homework (2’)**

- Make 2 sentences, using the Present Simple for future activities.

- Do exercises in WB: Lesson 2 - Grammar and Writing (page 23).

- Prepare: Lesson 2 – Pronunciation and Speaking (page 35 – SB).